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ABSTRACT

The fourteenth annual report on New York State's educational programs for children of migrant agricultural workers presents program descriptions and evaluations of specific program efforts designed to increase the educational opportunities for these children. Specific areas covered are year-round compensatory education programs for school age children, inservice education programs for teachers and para-professionals, school orientation for children, and preschool education efforts. Programs designed to meet the needs of transients in education and to provide education for them on a continuing basis include such features as automated transfer-record systems and inter-state visitation programs by educators for better understanding of the needs of migrant children. Results of tests of students who participated in the 1969 summer programs are also provided. A related document is RC 004 125. (DK)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of School Supervision
Bureau of Migrant Education
Albany, New York 12224

"CARING MAKES A DIFFERENCE"

Report of the Fiscal 1969 Program for the Education of Migratory Children

RC004124

December 1969

December 1969

This is the fourteenth annual report on New York State educational programs for children of migrant agricultural workers. Educational opportunities offered these children have increased manifold since the first report. Programs are now offered children during the regular school year as well as summer school. Inservice education for aides and teachers has now become an integral part of the program. Local school districts have cooperated fully with the Department in this effort.

New York State is determined that every child have an equal opportunity to develop educationally to his fullest potential. This includes migratory children who may be among us for only a part of the year. To be certain that the special educational needs of migrant children are adequately served, the New York State Education Department organized the Bureau of Migrant Education in the Division of School Supervision. John O. Dunn, Chief of the Bureau, has prepared this report with the assistance of Richard A. Bove, Patrick F. Hogan, and Paul T. Reagan, Associates in Migrant Education. The analysis of the 1969 summer school reading and arithmetic tests was done by Sushila Singhal and Jacqueline Flansburg under the supervision of Mrs. Priscilla Crago, Chief of the Bureau of Pupil Testing and Advisory Services. It is hoped that this report will assist you in your continuing effort to provide migrant workers' children with the best possible education.

Backgrounds

John W. Gardner, in his Godkin Lectures at Harvard, commented, "We have in the tradition of this nation a well-tested framework of values: justice, liberty, equality of opportunity, the worth and dignity of the individual, brotherhood, individual responsibility -- all supremely compatible with social renewal. Our problem is not to find better values but to be faithful to those we profess -- and to make them live in our institutions." This is the purpose of the migrant education program of the State of New York. Since 1956 the New York State Education Department has been directly involved in the effort to provide children of migratory agricultural workers with equality of educational opportunity. From 1956 through 1964 the State of New York, with the cooperation of local school districts, stood the full costs of these compensatory education programs. The Federal Government became an active partner in this effort in 1965. In 1956 compensatory summer school programs were made available for 80 children. Last summer (1969) the school districts of the State were prepared to conduct compensatory summer school programs for 3,025 migratory children. Summer schools were only a part of a comprehensive educational program which included:

1. Fall and spring compensatory educational programs for school age children.

2. Inservice education programs for teachers and para-professionals.

3. Orientation programs for children prior to the opening of school in the fall.

4. Pilot programs for the education of pre-kindergarten children.

5. Extensive studies specifically designed to meet the needs of transients in education and educationally related matters on a continuing basis.

6. A cooperative effort with all other states to implement an automated transfer record system for migratory children.

7. A continuing program of inter-state visitation by educators to better understand the needs of migrant children.

Funds available to conduct this comprehensive program have increased from $10,000 in 1956 to $1,850,849 during fiscal 1969. The fiscal 1969 program was supported with $1,760,849 of Federal funds authorized by Public Law 89-10 as amended by P.L. 89-750 Section 103(a)(6). New York State funded $90,000 for the program.

The New York State Education Department is a member of the New York State Interdepartmental Committee on Migrant Labor. One of the primary objectives of the Interdepartmental Committee on Migrant Labor is a continuing analysis of the complex issues which are at the root of the migrant labor problem, as well as the initiation of prompt action designed to make existing programs and services more effective. Other State Agencies included are: Office of Community Affairs, Departments of Agriculture and Markets, Labor, Health, Social Services and the Division of Human Rights.

To administer and supervise this program the New York State Education Department created the Bureau of Migrant Education in the Division of School Supervision. The creation of the Bureau reflects the determination of the Department that the dollars spent on this program bring the most education possible to migratory children. The Department believes that "Caring Makes A Difference".

A total of 89 educational projects were approved this year. These projects include the largest number of children, the largest number of school districts and the largest number of Boards of Cooperative Educational Services (B.O.C.E.S.) ever involved in migrant education in this State. It is also evident that "Caring Makes A Difference" to local school districts. Forty-six school districts, three Boards of Cooperative Educational Services and two colleges cooperated in the program. The participating groups are listed on the following pages along with the types of programs conducted.

Fiscal 1969 Migrant Education Projects

Project Submitted	Type of Program	Children Served*
Albion Central	Fall Compensatory	120
	Summer School	150
Arkport Central	Fall Compensatory	50
Avoca Central	Fall Compensatory	85
Barker Central	Fall Compensatory	90
	Spring Compensatory	65
	Summer School	80
Batavia Central (a)	Fall Compensatory	60
	Spring Compensatory	60
Brockport Central (b)	Fall Compensatory	40
	Summer School	75
Canastota Central	Fall Compensatory	50
	Spring Compensatory	36
Chautauqua B.O.C.E.S.	Experimental Pre-Kdg.	60
Clyde-Savannah Central	Fall Compensatory	40
	Summer School	70
Cohocton Central	Fall Compensatory	50
Dunkirk Public	Fall Compensatory	65
	Spring Compensatory	70
	Summer School	80
	Dropout Reclamation	20
Elba Central	Inservice Teacher Education (c)	N.A.
	Fall Compensatory	85
Frankfort-Schuyler Central	Summer School	30
Genesee B.O.C.E.S.	Summer School	100
	Experimental Pre-Kdg.	35
Germantown Central	Fall Compensatory	25
	Summer School	25
Goshen Central	Fall Compensatory	15
	Spring Compensatory	32
Highland Central	Fall Compensatory	70
Hilton Central	Fall Compensatory	30
	Summer School	35
Ichabod Crane (Valatie)	Fall Compensatory	20
	Summer School	40
Lake Shore Central (Angola)	Spring Compensatory	96
	Summer	180
Letchworth Cent. (Gainesville)	Fall Compensatory	130
Lyndonville Central	Fall Compensatory	105
	Spring Compensatory	100
	Summer School	100
	Inservice Teacher Education(d)	N.A.
Lyons Central	Summer School	60

*Projected figures

(a)Summer Program included with Genesee B.O.C.E.S.

(b)Demonstration school located at S.U.C. Brockport

(c)Served 18 teachers

(d)Served 35 teachers

Project Submitted	Type of Program	Children Served
Marcus Whitman Central	Fall Compensatory	30
	Summer School	45
Marion Central	Fall Compensatory	30
Marlboro Central	Summer School	40
Medina Central	Fall Compensatory	38
	Spring Compensatory	96
	Summer School	70
Mooers Central	Summer School	60
Mount Markham (W.Winfield)	Summer School	45
Newfane Central	Summer School	100
New Paltz Central	Fall Compensatory	35
North Rockland Central	Spring Compensatory	75
	Summer School	108
North Rose-Wolcott Central	Fall Compensatory	312
	Summer School	300
Prattsburg Central	Fall Compensatory	50
	Spring Compensatory	30
	Summer School	75
Red Creek Central	Fall Compensatory	50
	Summer School(e)	65
	Teacher Aide(f)	N.A.
Red Hook Central	Fall Compensatory	30
Riverhead Central	Summer School	60
Sherrill Central	Summer School	50
Silver Creek Central	Fall Compensatory	50
	Spring Compensatory	50
Sodus Central	Fall Compensatory	325
	Summer School	250
Southern Cayuga (Sherwood)	Fall Program	79
S.U.C. Brockport	Inservice Teacher Educa.(g)	N.A.
S.U.C. Geneseo	Inservice Teacher Educa.(h)	N.A.
	Aide Training(i)	N.A.
	Demonstration School	100
S.U.C. New Paltz	Ourdoor Education	65
Ulster B.O.C.E.S.	Mobile Classroom	50
	Experimental Pre-Kindergarten	20
	Pre-Vocational	20
Walkill Central	Fall Compensatory	35
Warwick Valley	Fall Compensatory	70
	Spring Compensatory	92
	Summer School	200
Wayland Central	Fall Compensatory	100
Wayne Central	Fall Compensatory	40
	Summer School	70

(e) included an orientation program for secondary school pupils late in August
(f) served aides recruited from migrant population
(g) five week workshop for 25 teachers
(h) four week workshop for 25 teachers
(i) Two week aide training program recruited from migrant population

Project Submitted	Type of Program	Children Served
Westmoreland Central	Fall Compensatory	275
	Summer School	50
Williamson Central	Fall Compensatory	275
	Summer School	180

Census and enrollment data received by the Department indicate that a considerable number of school age migrant children are still not being served. Securing an unduplicated count of migrant children in projects is difficult. Our estimate, however, indicates that last year we served somewhere in the neighborhood of 4,000 children. The census information below indicates some 600-700 children still need to be reached.

Census Data Migrant Children

AGE	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	
1964-65	193	181	192	192	201	196	225	224	239	210	204	201	192	178	178	105	99	46	15	3271	(a)
1965-66	151	171	181	163	170	216	243	228	235	211	200	172	200	179	135	130	78	46	16	3125	(a)
1966-67	174	161	221	195	182	207	244	190	194	194	198	166	175	157	129	109	96	71	18	3081	(a)
1967-68	186	184	227	252	253	255	247	248	224	227	223	242	197	209	189	148	108	70	26	3717	(a)
1968-69	209	232	261	267	338	403	414	413	381	375	375	349	299	297	246	230	132	115		5336	(b)

(a) reflects the census of children residing in migrant labor camps

(b) reflects canvas of every school district requesting information on all minor migrant children

Summer Schools

During the summer of 1969 thirty-three school districts planned programs of six to eight weeks duration for 3,000 children. Summer schools continued to serve more children than any other activity. This year the staff of the Bureau of Migrant Education made on site visits to every school project. Many interesting activities were reported.

Following a visit to one of the summer schools a staff member reported thusly, "Everything is present to make this a truly outstanding school. I could not discover why it was I hesitated to label it excellent. I had occasion to talk with the Chief School Administrator after the visit and I think he might have supplied the answer. He said he felt the program was going stale. It lacked the enthusiasm of newness. He may be right."

Some schools have been conducting the same program year after year. If you feel your program needs to be stimulated why not explore these possibilities gleaned from reports of the on site visits.

A school staff may inject its curriculum with new life through a planned "core-curriculum" approach. This approach requires early appointment of the teaching staff and an opportunity for them to organize units of work around suitable topics. Reading, arithmetic, science, language arts, music, physical education, library and art all become part of the core. In many districts the core theme is established on a weekly basis, in others the core extends over a longer period.

Have you ever thought of a "grooming room"? This school has found it to be most exciting. The children are enjoying a daily practical experience in personal hygiene and good grooming.

Taking the school outdoors sometimes adds particular spice to the program. Not all of us are able to engage in outdoor education programs on a full time basis as was the project carried on by the State University College at New Paltz. From them, however, we gain many insights into outdoor education. Their evaluation report should be available in time for summer 1970 planning. This in-residence outdoor program included instruction in the basic academic skills, waterfront and nature, nutrition, industrial arts, music and home-making. The curriculum spanned the better part of a 24 hour day. Less extensive perhaps, but just as exciting, was a camping trip conducted for migrant children in another district. Children from 8-14 years of age were involved in this two day overnight experience. Still another district engaged in a one week residential program which included ample opportunity for children to study the outdoor scene. Learning to care for themselves, under competent supervision, was a major objective of this program.

In this school a teacher has begun a pupil learning program whereby resident sixth graders serve as tutors for their peers attending the migrant summer school program. He reports success in reaching beyond cross-cultural barriers and into real instructional activities, suggesting that youngsters under proper direction can teach other youngsters effectively.

Have you heard of "Movement Education"? If not your physical education staff may be able to enlighten you. The introduction of "Movement Education" into the curriculum of one school gave a real lift to the entire summer program.

The library is the center of activities in most summer schools. The effective use of the librarian will add zest to the entire school program. In this school the librarian set up constantly changing table displays of books.

Books were pulled from the library shelves and grouped according to reading and interest levels. Children found the displays attractive and interesting. The books were easily accessible. Children were encouraged to browse and read. The library experience was relaxed and enjoyable. The librarian in this school was a part of the total school program. Too often "special" teachers of art, music, library and physical education are considered as being apart from the main stream of teaching. They do not attend planning meetings with classroom teachers and fail to get involved in a coordinated program. Such was not the case in the library program just described.

A reading laboratory was observed in two schools. The laboratory frequently served both migrant children and regular Title I summer school children. The laboratories were equipped with the latest in programmed reading materials. They were staffed by reading specialists and librarians. Classroom teachers and teacher aides assisted in the operation of the laboratories. In a number of instances the reading specialist set up individual reading programs for selected children. Plans were formulated to continue the individualized effort into the fall instruction period.

Insofar as possible migrant summer schools should be programmed with other summer school activities. In some programs the children from regular Title I, local summer school, and migrant summer school are so integrated it is difficult to determine who belongs to which program. These programs are exciting. More districts should make an effort in this direction. This is a worthwhile change and it will add new interest to your summer school. Such programs make migrant children a part of the school community.

Many districts work with local organizations such as Home Extension, Red Cross, Jaycees, Lions, Rotary, Kiwanis, Boy Scouts and Girl Scouts in special programs assisting migrant children.

Junior Red Cross First Aid was taught to the older group of migrant children in one school. Emphasis was placed on the prevention of accidents common to migrant families. Posters depicting accident prevention were made in art class. Of the eighteen children who participated, ten actually completed the 15 hour Red Cross requirement and passed the final examination.

Fall and Spring Compensatory Programs

In the past only limited financial assistance was available to provide a program of compensatory education for migrant children attending New York State schools each fall and spring. During the fall of 1968 an all-out effort was conducted to reach every migrant child with extra educational help. Thirty-five districts submitted proposals for compensatory assistance to migrant children. Projects included added professional and para-professional staff members to the regular school staff. Individualized assistance to children was the goal. These programs reached about 2700 children for periods of from 10 to 20 weeks. Fall migrant education programs now involve the second largest number of children.

Some areas of the State employ migrant agricultural workers early enough in the spring to justify programs similar to the fall programs. During the spring of 1969 thirteen districts qualified for this type of aid. They enrolled 882 children.

Providing compensatory education opportunities for migrant boys and girls in the spring and fall will be an ever increasing need. It is at this point we can be especially helpful to teenage youth who work the fields all summer and cannot be reached for summer school assistance. Special help to junior and senior high school migratory children may make the difference between a "drop-out" and a "stay-in". The loss of time from school in the fall while parents are harvesting New York State crops almost always assures a "drop-out" status for these youth when they return to their home base states. If we do our job well this need not happen. Strict enforcement of the State's compulsory attendance laws is required. Such must be recognized by school authorities in every district where migratory labor is housed.

Pre-Kindergarten Education

The New York State Board of Regents has proposed a "long range plan leading to the establishment of free public education for all 3 and 4 year olds whose parents wish them to attend school."* The need for early education is particularly great for migrant children. With the cooperation of three Boards of Cooperative Education Services pre-kindergarten education programs were provided for 125 children. Each of these programs covered migrant children in an entire county. Costs were high due to the need to rent space, equip rooms and provide transportation. If local school districts were providing an educational program for all three and four year old children, migrant three and four year olds could be included and the costs greatly reduced. In addition, the program would become an integrated program with all children benefiting. Preliminary reports from these three programs indicate considerable success and a desire that they be continued next year (1969-70). This pilot effort will be closely studied to determine values accruing to the children.

Inservice Programs for Teachers and Aides

Effective migrant education programs have been directly related to staff effectiveness.

A need for including para-professional personnel selected from the target group has made inservice aide training essential. Several school districts conducted local programs to train their own aides. Considerable success was

*Prekindergarten Education - A Statement of Policy and Proposed Action by the New York State Board of Regents.

reported in these ventures particularly since teachers were able to work closely with the aides in the training program. At Geneseo twenty-seven aides from seven different school districts engaged in an intensive two week training workshop. Every aide in this program went into a job following the training program.

Special inservice teacher education programs were conducted in two school districts involving 70 teachers. In addition summer workshops were held at Brockport and Geneseo for 50 teachers. The demand for inservice programs continues to be great. Teachers should become better acquainted with the needs of migrant children. They need help to better understand the migrant child and his way of life. Many teachers are badly in need of attitudinal changes. Local, regional and state-wide workshops help teachers with these problems. During the past year a total of 120 teachers attended formal migrant education inservice education programs.

The 1968 annual meeting of New York State administrators and directors of migrant education programs was attended by 175 educators and interested laymen. The conference concerned itself primarily with the details of organizing programs for migrant children, needs of teachers and aides and their proper selection, project descriptions, and budget preparation. Opportunities were provided for individual conferences with State and Federal personnel. A highlight of the program was a presentation by representatives from the states of Arizona, California and Colorado.

The Bureau of Migrant Education conducted regional one-day workshops for all staff involved in summer school programs. Though lacking sufficient planning input from teachers these workshops did bring summer school teachers, aides, and directors outstanding authorities in the field of migrant education. The workshops also provided an opportunity for staff members to exchange ideas about teaching techniques. Record keeping, and the Migrant Transfer Record form were carefully explained. Over 700 summer school staff members participated in the four workshops which were held at Geneseo, Lake Minnewaska, Sodus and Westmoreland.

Inservice education continues to be our greatest need. This area needs expansion.

New York State Center For Migrant Studies

The Center, located at the State University College at Geneseo has completed its second full year of operation. A wide variety of activities have taken place under the Center's auspices. Conferences for teachers of migrant children have been held. A curriculum resource laboratory, housing a vast amount of teaching material, may be found at the Center. The Director of the Center has served as consultant to national and state meetings on migrant education. The Center has served as host for migrant educators from Florida and Alabama.

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As a primary thrust, the Center continues to direct studies which will improve the educator's understanding of the needs of migrant children. The first objective of the Center is to serve "as a development center which would conduct studies on migrant culture: health needs, economic problems and solutions, migration patterns, legislation, language patterns, etc. From these studies, suggestions for improving the lot of the migrant could be drawn and implemented." The past year has resulted in the completion of six studies:

1. "A Pilot Study of the Incomes of Migrant Workers in Four Counties of New York State"

2. "Migratorial Field Census of Area Counties"

3. "An Evaluation of New York State Department of Education 1968 Summer School Migrant Programs"

4. "Operation: Migrant Follow-Up"

5. "A Study of the Possible Improvement of Problem Solving Ability in Migrant Children"

6. "A Speech Improvement Program for the Children of Migrant Workers"

Under study are the following:

1. "A Study of Migrant Worker Attitudes Toward Major Social Institutions, Especially Education"

2. "Community Attitudes and Educational Activities"

3. "Evaluation of the Nutritional and Health Programs of the New York State Migrant Education Program"

4. "A Comprehensive Study of the Educational Program and Related Components of Pre-schools and Day Care Centers Serving Children of Migrant Families"

5. "A Study of Informal Out-of-School Programs with Migrant Children"

6. "A Comparison of the Oral Language and Syntactical Growth of First and Second Year Migrant Youth Using Photo-Visual Communications"

7. "Response of Migrant Children to Outdoor Education"

8. "Proposal for Education Project for Spanish-American Migrant Workers to Learn to Speak, Read and Write English"

9. "Improving Migrant Students' Self-Academic Achievement Through Self-Concept Enhancement"

10. "To House the Migrant"

11. "Listening-Phonics Program for Migrant Children"

12. "An Experimental Basic Skills Program for Migrant Adults Employing a Token Reinforcement System"

The American Association of Colleges for Teacher Education at its Chicago meeting in February 1969 presented the Center with a "Special Recognition Award" in testimony to the effort being put forth to assist children of migratory agricultural workers.

Inter-State Activity

The highlight of the year's inter-state activity was a trip planned by the Bureau of Migrant Education for New York educators to the States of Arizona, California and Texas. Those participating in this tour were able to visit schools from which their Spanish speaking migrant children came. The success of this effort may best be described by excerpts from reports of the participants.

"In searching for a solution to a specific national problem, your Department has provided an instrument which should have been offered to more educators in our State."

"In addition to the many creative and imaginative educational programs visited, the sense of dedication of those participating in the tour, and the educators of the southwestern states visited was inspiring."

"I was much impressed with some of the organization relative to teacher aides and the dedication of the staff that in many instances work considerably longer hours to provide a program for the boys and girls than we operate."

"I participated with several goals in mind and these goals were accomplished. The knowledge gained could never have been obtained in any other manner and this first hand experience will help our school better meet the needs of our Mexican-American students."

During the past summer the State of Alabama sent 17 educators to New York State to visit our summer programs. The program was planned and conducted by the Bureau of Migrant Education. This group was able to visit seven schools, several large fruit farm operations, our Center For Migrant Studies, and Project Reach. The exchange of ideas between New York and Alabama has been mutually beneficial.

We are continuing our cooperation with the national effort to institute a transfer record system for migrant children. Currently the system is being operated manually. Automation will take place in the near future.

New York co-hosted a National Conference on Migrant Education at Atlantic City with the State of New Jersey. This conference was participated in by 47 states.

Visits by Bureau staff members have been made to Florida, Virginia, New Jersey, Massachusetts, California, Arizona, Texas, Alabama and Arkansas in connection with migrant education problems. The inter-state effort is growing rapidly and should bring about steady improvement in the educational experiences of migrant children.

New York State Advisory Committee on Migrant Education

In 1966 the New York State Education Department appointed a State Advisory Committee on Migrant Education. This committee meets periodically with Department staff to assist in the planning and evaluation of programs. The committee of eleven members consists of educators and laymen who are close to the institution of migrant labor. Members of the Committee through December 31, 1969 are:

Mr. Donald C. Baines
District Principal
Highland Central School
Highland, New York
1969

Dr. Reigh W. Carpenter
Superintendent of Schools
41 Division Street
Amsterdam, New York
1969

Dr. Raye Conrad
Associate Dean for Certification Programs
State University College
Brockport, New York
1971

The Rev. Robert Cobb
State Director, Migrant Ministry
N.Y.S. Council of Churches
Syracuse, New York
1971

Mr. Paul Edinger
Assistant District Principal
North Rose-Wolcott Central
North Rose, New York
1969

Mr. Vincent F. King
Assistant District Superintendent
Riverhead, New York
1969

Mr. Albert Kurdt
Executive Assistant
Department of Agriculture and Markets
Albany, New York
1969

Mr. N. Francis Miller
District Superintendent
P. O. Box 831
Bath, New York 14810
1971

Mr. Louis D. Salen
Supervising Principal
Lyndonville Central School
Lyndonville, New York
1970

Mr. Gene Seymour
State Rural Consultant
Office of Economic Opportunity
65 Court Street
Buffalo, New York
1971

Mr. Samuel P. Singeltary
Special Assistant to the Governor
22 West 55th Street
New York, New York 10019
1970

NEW YORK STATE MIGRANT EDUCATION ADVISORY COMMITTEE
April 23, 1968
Albany, New York

Members Present

Mr. Stanley Abrams, Center Moriches
Mr. Donald Baines, Highland
Dr. Reigh Carpenter, Amsterdam
The Rev. Robert Cobb, Syracuse
Mr. Albert Kurdt, Albany
Mr. Louis Salen, Lyndonville
Mr. Samuel Singletary, New York City

Department Staff Present

Mr. Joseph Amyot, Finance
Mr. John Dunn, Migrant Education
Mr. Patrick Hogan, Migrant Education
Mr. Frank O'Connor, Finance
Mr. Louis Pasquini, Title I

Guests Present

Mr. John Riccio, Amsterdam
Mr. William McGlone, Albany

Members Absent

Dr. Raye Conrad, Brockport
Mr. Paul Edinger, North Rose
Mr. N. Francis Miller, Bath
Mr. Gene Seymour, Hamburg

Summary

1. In general the committee indicated that the present seven phase State Plan was in harmony with the needs of school age migrant children. They indicated that there might be need for greater emphasis at the pre-vocational and vocational level, particularly in those geographic areas where vocational facilities are idle during the summer months.

2. The question of combining centers into larger units was discussed. The committee recommended that the Office of Migrant Education conduct a study of the pros and cons of such an effort this summer before any attempt is made to consolidate centers.

3. The committee urged continued effort be directed toward the in-service education needs of teachers and teacher aides. A careful evaluation of present experimental programs should give direction for future programs. The Committee was particularly interested in determining whether or not local or regional in-service programs be expanded.

4. The committee recommended that the Office of Migrant Education contact the Office of Teacher Education and Certification to insure that credit earned at summer in-service college workshops could be applied toward teachers' certification.

5. The committee reacted in favor of an increased effort at financial support for fall programs. The Committee advised that the Office of Migrant Education use 20-25 children as a cut-off point in selecting districts in need of fall assistance.

6. The committee urged that summer programs, wherever possible, be integrated with the on-going summer school program. It would be well if one could not identify the "migrant" program from other programs as they operate in the school situation.

7. A greater effort should be made to include special teachers such as art, music, physical education and library in the summer college workshops according to a majority of the Advisory Committee.

8. Districts operating special migrant programs should take advantage of returnees from the Peace Corps, Vista Volunteers and other agencies in their efforts to improve local programs.

9. The Committee considers it imperative that special sections be set up at the one-day regional workshops for administrators to meet with representatives of the Finance Office so that Budget problems might be avoided.

10. It was suggested that the next meeting of the Committee be held at a place other than Albany.

11. The Advisory Committee endorsed the experimental "Outdoor Education" and "Migrant Institute" programs.

NEW YORK STATE MIGRANT EDUCATION ADVISORY COMMITTEE

December 10-11, 1968
Grossinger's, New York

Members Present

Dr. Reigh W. Carpenter 1969
Mr. Donald C. Baines 1969
Dr. Raye Conrad 1971
Rev. Robert Cobb 1971
Mr. Paul Edinger 1969
Mr. Albert Kurdt 1969
Mr. Eugene Seymore 1971

Members Absent

Mr. Stanley Abrams 1969
Mr. N. Francis Miller 1971
Mr. Louis Salen 1970
Mr. Samuel Singletary 1970

Department Staff

Mr. John O. Dunn
Mr. Patrick F. Hogan

SUMMARY

The Committee agreed that members should serve three year terms of office with possible reappointment. The dates of expiration of tenure were determined on a basis of time served. These dates have been placed opposite each member's name on this report.

Dr. Raye Conrad agreed to keep notes on the meeting from which a summary might be prepared.

Timing of summer school programs should be set so that migrant children arriving after the opening day will be included. This applies particularly to children arriving in August. Local schools should plan summer programs to meet the needs of migratory children as a first priority.

The Center for Migrant Studies should be enlisted to assist districts with quick data on the number of children coming to the State so the districts can better plan their programs.

Districts should continue their efforts to integrate the summer migrant education program with other programs operating in the school.

The schools should assume a leadership role in an effort to bring the total migrant population into the community. Each community might have an advisory committee dealing with problems of migrants. The school leadership should be active on such committees.

The Committee recognizes the need for the type of evaluation currently carried on and is not opposed, but it suggests an extension to cover the more embracing

objectives of the summer program. Perhaps the Center could produce an instrument to give us evidences of growth under the cultural enrichment objectives.

It is recommended that a school district attempt an in-service education program with its entire staff. Such a workshop would permit an entie faculty to focus on the needs of migrant children.

Programs need representatives from the migrant population to serve as teacher-aides. New aide training programs should only be undertaken if there are assurances of placement of the aides. A minimum of one aide from the target group should be included in every program. We would urge more.

Communities receiving migrant children in the late summer should be urged to run orientation programs for children. Evidence is clear that such programs reduce the problems surrounding placement and diagnoses. Parents will better understand the school program as a result of such orientation.

Testing Program

Each year summer schools operating for migrant children are required to administer the Wide Range Achievement Tests in reading and arithmetic to all children. These tests are administered at the beginning and the end of the summer session. The results are forwarded to the Bureau of Pupil Testing and Advisory Services of the New York State Education Department for analysis. An analysis of the 1969 testing may be found on the pages immediately following.

TEST ANALYSIS FROM SUMMER MIGRANT PROGRAMS IN 1969

by

Sushila Singhal and Jacqueline Flansburg
Bureau of Pupil Testing and Advisory Services
New York State Education Department

During July and August, 1969, summer school programs for children of migrant workers were held at 35 centers in New York State. The general objective of programs was to insure continued pupil growth by providing compensatory educational opportunities to these children. Although the specific objectives of the program were determined by each center individually, and varied in size, curriculum emphasis and duration, a uniform evaluation procedure was adopted by all centers.

As an objective measure of the pupil's academic growth, the Wide Range Achievement Test (WRAT), Level I (1965 edition) was administered to each child at the beginning and also at the end of the program. The WRAT measures the performance of a child in reading, spelling, and arithmetic. The test was chosen on the basis of its obvious merits from the measurement standpoint and the teacher's standpoint. From the measurement standpoint, WRAT provides for a wide range scaling and is applicable to a heterogenous age group (from kindergarten to college). The test consists of open-ended questions rather than multiple choice questions, and hence minimizes the probability of significant practice effects in a pre- and post-test situation. The test has high reliability, with the subtests reliability coefficients ranging between .90 and .95, and the overall average reliability being .93.

From the teacher's viewpoint, the test is quite valuable. The test is individually administered and allows the teacher to observe each child's verbal and nonverbal reactions adopted in responding to the test items. The teacher can determine areas of improvement and marked disability. The test yields grade-equivalent scores, which are of value to the teacher in selecting instructional materials at an appropriate level for each child at the start. Children functioning at similar levels can be grouped together, and the transfer to faster or slower learning groups can be made according to the individual learning rates. This is particularly important for a group such as migrant workers' children whose schooling has been irregular, where grade placement is unlikely to match age level, or where initial placement in a group may need adjustment at a subsequent period.

Pre-test and post-test grade-equivalent scores on the reading and arithmetic subtests were sent by the centers to the Bureau of Pupil Testing and Advisory Services of the New York State Education Department for statistical analysis. The results were classified by age ranges corresponding to the school grade placement. For example, children between age 4 years 8 months and 5 years 7 months in July would be between 4 years 10 months and 5 years 9 months in September, approximately the required school age range for admission to kindergarten. The test results of 500 participants could not be utilized either because of missing age information, or because of lack of pre- or post-test data. Children below age 5 were excused from taking the test because their obtained scores would be converted to grade-equivalents determined by an extrapolation procedure only.

A summary of test results in reading and arithmetic for 33 of the 35 centers has been presented in Tables 1 and 2. The remaining 2 centers had programs for children below age 5 and did not administer the test. Few general questions concerning the achievement gains of the migrant children participating in summer programs have been raised below. The responses to these questions provide an analysis of the data presented in Tables 1 and 2.

TABLE 1

Wide Range Achievement Test - Scores in Reading

Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain
Pre-K	3.8 - 4.7	15	Pk.45	Pk.83	+.38
K	4.8 - 5.7	106	Pk.46	Pk.84	+.38
1	5.8 - 6.7	194	K.41	K.62	+.21
2	6.8 - 7.7	244	1.30	1.44	+.14
3	7.8 - 8.7	213	1.97	2.13	+.16
4	8.8 - 9.7	226	2.72	2.97	+.25
5	9.8 -10.7	172	3.37	3.68	+.31
6	10.8-11.7	162	4.19	4.56	+.37
7	11.8-12.7	96	4.69	5.17	+.48
8	12.8-13.7	77	5.07	5.51	+.44
9	13.8-14.7	31	5.74	6.50	+.76
10	14.8-15.7	11	5.15	6.92	+1.77
11	15.8-16.7	10	7.10	7.44	+.34
Total		1557	2.42	2.71	+.29

TABLE 2

Wide Range Achievement Test - Scores in Arithmetic

Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain
Pre-K	3.8 - 4.7	15	Pk.59	Pk.76	+.17
K	4.8 - 5.7	108	Pk.63	Pk.94	+.31
1	5.8 - 6.7	196	K.57	K.78	+.21
2	6.8 - 7.7	244	1.42	1.70	+.28
3	7.8 - 8.7	213	2.14	2.29	+.15
4	8.8 - 9.7	225	2.86	3.01	+.15
5	9.8 -10.7	172	3.53	3.67	+.14
6	10.8-11.7	162	3.89	4.08	+.19
7	11.8-12.7	95	4.48	4.79	+.31
8	12.8-13.7	78	4.53	4.68	+.15
9	13.8-14.7	31	4.99	5.36	+.37
10	14.8-15.7	13	4.55	4.90	+.35
11	15.8-16.7	10	6.07	7.10	+1.03
Total		1562	2.43	2.65	+.22

What was the average gain in reading?

The migrant child in the summer program gained on the average .29 grade-equivalent score points (three-tenths of a year or three months) in reading achievement.

In what grades did the largest reading gain occur?

If the gains in reading achievement were analyzed by age or hypothetical grade placement, average gains within the group showed considerable amount of variability. The largest amount of gain occurred in grades 10 and 9 (1.77 and .76 respectively). The gains at each successive grade level from grade 2 to grade 7 were successively larger, ranging from .14 to .48.

What was the average gain in arithmetic?

The average gain in arithmetic was .22 (two-tenths of a year or two months), being one month less than the gain in reading.

In what grades did the largest arithmetic gain occur?

The average gains in arithmetic within the group ranged from .14 to 1.03 grade-equivalent score points. The eleventh and ninth grades made the largest gains (1.03 and .37 respectively). However, the gains at all successive grade levels were not consistent.

How did the achievement of migrant children compare with the achievement of children in the Norms population?

In the norms population, the average pupil entering grade 1, 2, or 3 had a grade-equivalent score of 1.0, 2.0, or 3.0. The migrant children of the same ages in this study, however, consistently obtained grade-equivalents lower than expected.[1] The only exception found was in the pre-kindergarten age group, which scored at the expected level even

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[1]The obtaining of grade-equivalent scores lower than expected for the average children is consistent with the educational lag noted in Urban area deprived children. The State Education Department, Closing The Gap, Albany, New York, August 1968, p. 10.

on the pre-test. The average pre-test score of the kindergarten, grade 1, grade 2, and grade 3 migrant child was between 6 months to one year lower than the norms group in reading and arithmetic. In grade 4, grade 5 and grade 6, the migrant child scored about two years lower than the norms group. In grade 7 and grade 8, the score was low by 2.8 to 4.2 years. In grade 9 and grade 10, the gap between the migrant group children and the norms group widened to 4 and 6 years. The migrant child in grade 10 scored at grade level 5.15 in reading and 4.55 in arithmetic. In grade 11, the gap between the migrant children and the norms group was lowered to 4.7 years in reading and 5.9 years in arithmetic.

Figure 1 and Figure 2 reveal the grade-to-score relationship in reading and arithmetic for the migrant children and the norms group. Although the gap in terms of grade-equivalents widened progressively, the slope indicating grade-to-score relationship showed a steady upward trend from one grade to the next. If the grade-to-score curve could be interpreted as a growth curve, it would mean that growth occurs at a more slowly accelerating rate in the migrant group than in the norms group. However, the acceleration in reading and arithmetic was positive in general.

How did the migrant gains compare to the gains in the norms population?

The norms population, which served as a reference group for developing the grade-equivalent scale, does achieve one grade-equivalent point higher in each successive school grade. The grade-equivalent scores are subdivided into tenths to represent 10 months in the school year. Presumably, the growth in the performance of norms group children occurs at an even rate throughout the school year, so that one month of instruction would lead to one month's improvement in score.

The summer programs for the migrant children in New York State lasted from four to eight weeks. Since the average gain in this group was three months in reading, it appears that the migrant gains were larger than the hypothetical norms group gains of one to two months. The average gain of two months in arithmetic, however, was comparable to the gains made by the norms group. This would mean that although migrant children were consistently scoring lower than the norm's group, they do exhibit potential for growth.

How do the 1969 gains compare to the 1967 and 1968 gains?

The average gains reported in the 1967 summer migrant school evaluation were .40 grade-equivalents in reading and .31 in arithmetic. The 1968 average gains in reading and arithmetic were .33 and .31, respectively. The 1969 average gain in reading was .29, which is one month less than the gains reported in 1967 and 1968. The 1969 average gain in arithmetic was .22, which is also approximately one month less than the gains accomplished in 1967 and 1968.

How do the gains of bilingual groups compare with monolingual groups?

Test information was available for 193 bilingual children of whom 7 spoke French, 182 spoke Spanish, 2 spoke Italian, 1 Dutch and 1 Polish as their first language. Data for children with Italian, Dutch, and Polish as their first language were not analyzed separately. The French-English group made an average gain of 1.55 grade-equivalent points (one year and six months) in reading but made no gain in arithmetic during the program. In the Spanish and English speaking group, the average gains in reading and arithmetic were .46 and .38, respectively. Thus, between the two

bilingual groups, children with French made higher gains in reading than children who had Spanish, but the latter gained .38 (four months) higher in arithmetic. Within the monolingual group, data were available for 1,381 children, of whom 73 were Spanish-speaking and 1,308 were English-speaking. The English-speaking group gained .26 in reading and .20 in arithmetic. The Spanish-speaking group gained .29 in reading and .23 in arithmetic. The gains of children who spoke only Spanish were not significantly higher than English-speaking children in reading as well as in arithmetic. Comparing the total bilingual children against total monolingual children, the former had higher gains in reading and arithmetic. The average gain for the bilingual group was .50 (five months) in reading and .36 (four months) in arithmetic as compared to .26 (three months) and .20 (two months) in the monolingual group. The bilinguals had higher gains than monolinguals in both reading and arithmetic. The average age for bilinguals was 9.1 years as compared to 8.9 years for monolinguals.

Table 3 lists the WRAT results of 1969 Bilinguals and Monolinguals.

TABLE 3

Wide Range Achievement Test Scores of Bilingual and Monolingual Groups

Migrant Groups	French-English		Spanish-English		English Speaking Only		Spanish Speaking Only		Total Bilinguals*		Total Monolinguals	
Statistics	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.
N	7	7	180	182	1307	1308	71	73	191	193	1378	1381
Average Age	8.1	8.1	9.1	9.1	8.9	8.9	8.7	8.7	9.1	9.1	8.9	8.9
Pre-Test Average Grade Equivalent	2.56	2.73	2.30	2.37	2.47	2.47	1.63	1.80	2.35	2.41	2.43	2.44
Post-Test Average Grade Equivalent	4.11	2.73	2.76	2.75	2.73	2.67	1.92	2.03	2.85	2.77	2.69	2.64
Gain	1.55	.00	+.46	+.38	+.26	+.20	+.29	+.23	+.50	+.36	+.26	+.20

*Four Bilingual children (Italian-English, Polish-English and Dutch-English) were added to the total Bilingual Group.

How do 1969 gains of Bilinguals and Monolinguals compare with 1968 gains of Bilinguals and Monolinguals?

The summer gain of the French-English group in 1969 was 1.2 grade-equivalents (one year and two months) higher than in 1968 in reading, and .25 (three months) lower in arithmetic. The results of this group in both the years were based on small samples; hence, it is not possible to draw any valid conclusions. The gain of the Spanish-English group in 1969 was .16 and .01 higher than in 1968 in reading and arithmetic, respectively. In the Spanish-speaking group the gain in 1969 was .71 (seven months) and .24 (two months) lower than in 1968 in reading and arithmetic, respectively. The total group of bilinguals in 1969 gained two months more than in 1968 in reading. The gain in arithmetic was comparable in 1968 and 1969. The monolingual group in 1969 scored .07 and .11 grade-equivalents less in reading and arithmetic, when compared to the monolingual group in 1968.

How do the summer gains of repeater groups compare to the gains of non-repeater groups?

The migrant children who were in New York State summer migrant programs more than once were designated as repeaters. In the 1969 summer programs there were 426 such children on whom complete test data were available. The total number of repeater and non-repeater children was categorized in three ways:

(a) Children who attended the migrant programs in Summer 1967, did not return in Summer 1968, but returned in the Summer of 1969.

(b) Children who attended the migrant programs in Summer 1968 and returned in 1969.

(c) Children who had been in the New York State Summer Migrant programs in 1967, 1968 and 1969.

In the first group, the summer 1967 gain was .36 (four months) in reading and .17 (two months) in arithmetic. For the non-repeaters attending summer school the same year, the gains were higher by .04 and .15 grade-equivalents in reading and arithmetic. The 1967 group of repeaters gained one month less in reading and one-half month more in arithmetic in the 1969 summer program than in the 1967 program. The non-repeater group of 1969 also gained one month lower each in reading and arithmetic than the non-repeaters of 1967. The average age of this group of repeaters in 1969 was 9.8 years against 8.6 years for non-repeaters.

In the second group, the average summer gain of 1968 repeaters was three months each in reading and arithmetic in 1968, which is comparable to the gain made by non-repeaters in reading but one month less than the gain in arithmetic. The non-repeater group gain was comparable to the repeater gain in reading as well as in arithmetic. The average age of 1968 repeaters in 1969 was 8.9 years against 8.6 years for non-repeaters.

In the third group, the summer gain for 1967 repeaters was four months in reading and three months in arithmetic, which is comparable to the 1967 non-repeaters' gain in reading but one month lower than their gain in arithmetic. This same group in the 1968 summer program gained three months in reading and two months in arithmetic, which is comparable to the non-repeater gain in reading but about one month less than their gain in arithmetic. The repeater group of 1967 gained in summer 1969 one month more than non-repeaters in reading, and one half month more in arithmetic. The average age of this group of repeaters in 1969 was 9.6 years against 8.6 years for non-repeaters. (See Table 4)

TABLE 4

Comparison of Summer Gains for Repeaters and Non-Repeaters on WRAT in the years 1967, 1968 and 1969

Migrant Group	1967 and 1969 Only			1968 and 1969			1967, 1968 and 1969			
	Summer Gains 1967	Summer Gains 1969	Average Age 1969	Summer Gains 1968	Summer Gains 1969	Average Age 1969	Summer Gains 1967	Summer Gains 1968	Summer Gains 1969	Average Age 1969
Repeaters										
Reading	+.36 (58)*	+.26 (58)	9.8 (58)	+.25 (229)	+.26 (229)	8.9 (229)	+.39 (139)	+.29 (139)	+.38 (139)	9.6 (139)
Arithmetic	+.17 (57)	+.22 (57)	9.8 (57)	+.26 (228)	+.22 (228)	8.9 (228)	+.25 (138)	+.24 (138)	+.26 (138)	9.6 (138)
Non-Repeaters										
Reading	+.40 (973)	+.29 (1507)	8.6 (1499)	+.27 (1302)	+.30 (1336)	8.6 (1328)	+.40 (892)	+.33 (1392)	+.28 (1426)	8.6 (1139)
Arithmetic	+.32 (960)	+.22 (1513)	8.6 (1505)	+.36 (1316)	+.22 (1343)	8.6 (1334)	+.36 (879)	+.31 (1406)	+.21 (1433)	8.6 (1148)

*( ) The numbers within the parentheses are the N's.

The repeaters gained less than the non-repeaters in all the three groups except in one case, where repeaters continued to be in the program for two years and gained more than non-repeaters in summer 1969. The repeaters might have gained less than the non-repeaters because of their previous experience with the test. The test taking attitudes of the two groups could also be different. For example, a repeater may be likely to perform better on pre-test because of his familiarity with the program and its staff, than a non-repeater who comes to the pre-test with anxiety and no knowledge about the program and, therefore, scores less. Even though both the repeater and the non-repeater score equally on the post-test, the difference in their pre-test scores would contribute to differences in gains.

How do the total gains of the repeater groups compare to the gains of the non-repeater groups?

The repeater group of children of 1967 who returned to summer migrant schools in New York State in 1969 showed a cumulative gain of 1.70 (two years) in reading and 1.35 (one year and 4 months) in arithmetic. The non-repeater groups of 1967 and 1969 functioned at equal grade levels. The repeater group of 1968 which returned to summer programs in 1969 showed a cumulative gain of .87 in reading and .82 in arithmetic, which is about one month less than the non-repeater group of 1968 in reading and arithmetic. The repeater group of 1967 which returned to the summer migrant schools of 1968 and 1969 continuously showed a cumulative gain of one year and nine months in reading, and one year and seven months in arithmetic for the two year period (September 1967 - August 1969). This group had gained .89 in reading and .85 in arithmetic over the one year

period (September 1967 - August 1968) and .87 in reading and .73 in arithmetic over the second year period (September 1968 - August 1969). The non-repeater group gained about two months only in reading during one year (September 1967 - August 1968). The gain in arithmetic was negligible (-.03). Then during the second year (September 1968 - August 1969) the non-repeater group lost about a month each in reading and arithmetic.

The total gain for a complete one year's elapse (from first post-test to the second post-test) was 9 months in reading and in arithmetic for the repeater group, compared to the expected gain of 10 school months. Hence, it seems that the rate of acceleration in repeater migrant children is about the same as that in the norms group, which is exposed to continuous schooling. Table 5 lists the total gains of repeaters and non-repeaters over one year and two year periods.

TABLE 5

Comparison of Repeaters and Non-Repeaters Total Gains on WRAT ver One Year and Two Year Periods

Migrant Group	1967 and 1969 Only			1968 and 1969 Only			1967, 1968 and 1969					Post-Test Cumulative Gains		
	1967 Post-Test Average	1969 Post-Test Average	Gain Two Year	1968 Post-Test Average	1969 Post-Test Average	Gain One Year	1967 Post-Test Average	1968 Pre-Test Average	1968 Post-Test Average	1969 Pre-Test Average	1969 Post-Test Average	1967-1968	1968-1969	1967-1969
Repeaters														
Reading	1.78 (58)*	3.48 (58)	1.70	1.78 (229)	2.65 (229)	+.87	2.21 (139)	2.81 (139)	3.10 (139)	3.59 (139)	3.97 (139)	+.89 (139)	+.87 (139)	+1.76 (139)
Arithmetic	1.90 (57)	3.25 (57)	1.35	1.96 (228)	2.78 (228)	+.82	2.19 (138)	2.80 (138)	3.04 (138)	3.51 (138)	3.77 (138)	+.85 (138)	+.73 (138)	+1.58 (138)
Non-Repeaters														
Reading	2.68 (973)	2.68 (1507)	.00	2.80 (1303)	2.72 (1336)	-.08	2.56 (892)	2.32 (1392)	2.72 (1322)	2.30 (1426)	2.58 (1426)	+.16	-.14	+.02
Arithmetic	2.67 (960)	2.63 (1513)	-.04	2.74 (1316)	2.63 (1342)	-.11	2.57 (879)	2.36 (1406)	2.60 (1316)	2.33 (1433)	2.54 (1433)	+.03	+.06	-.03

*( ) The numbers within the parentheses are N's

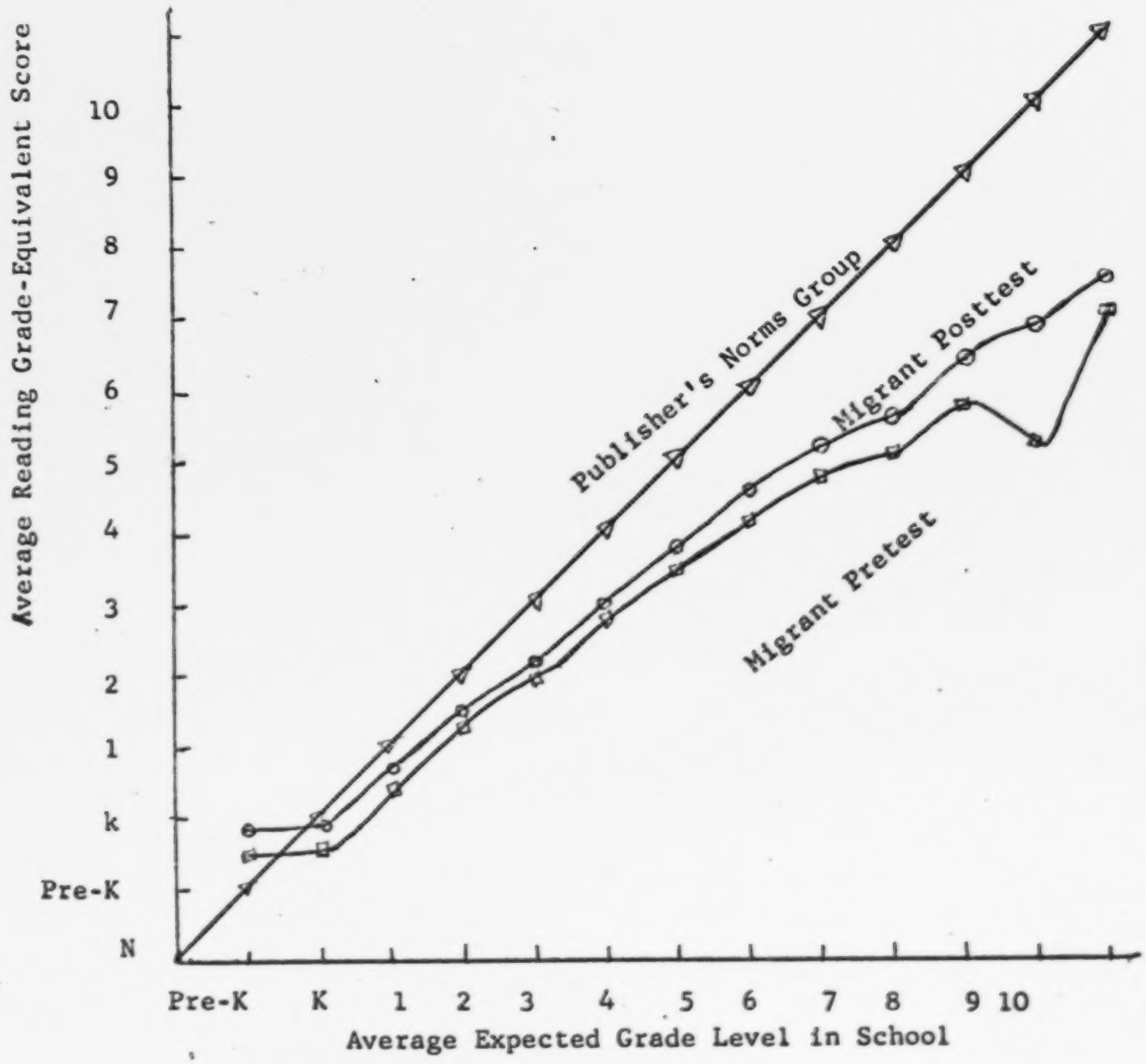

Figure 1. Grade-to-Score Relationship in Reading

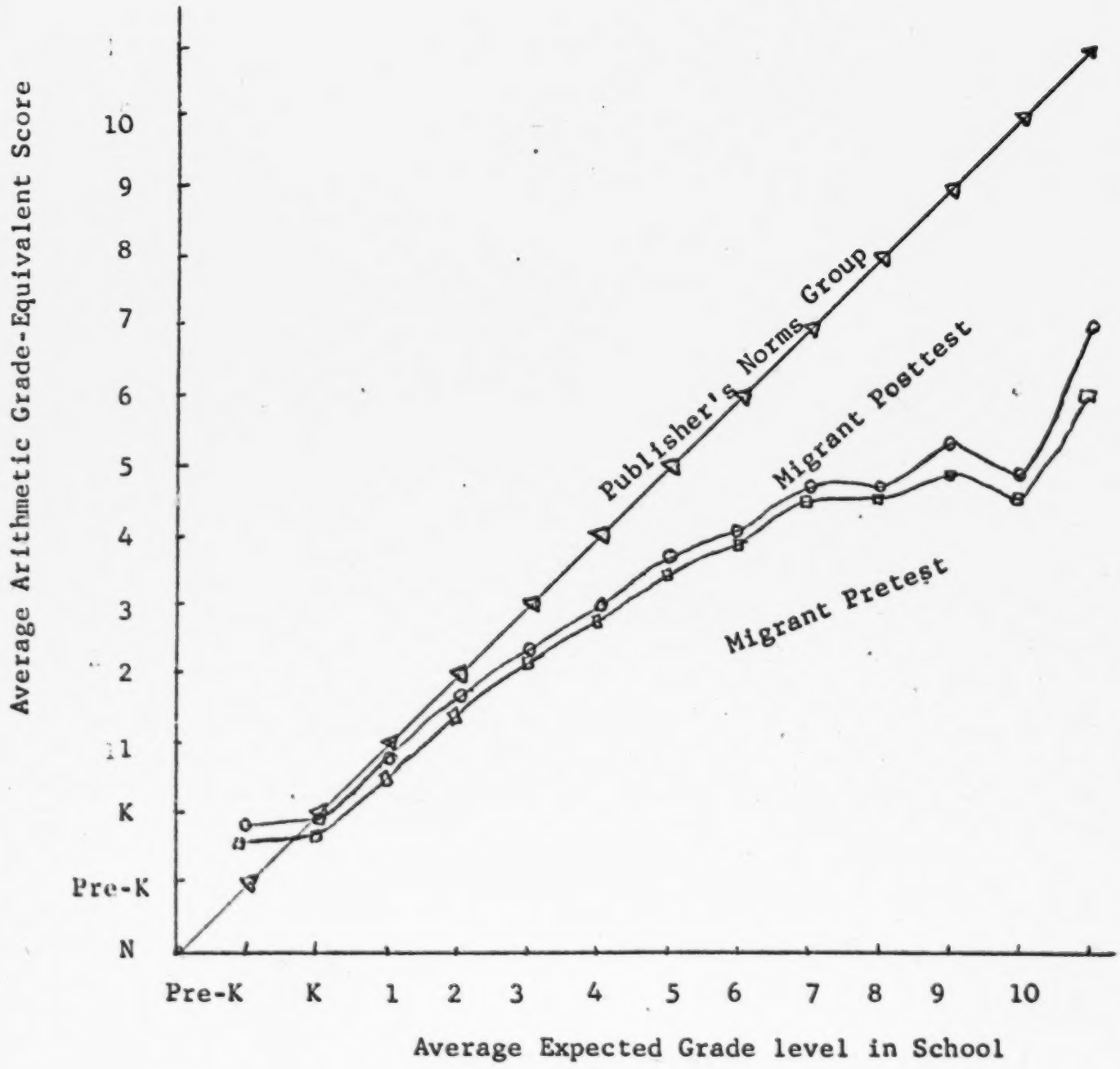

Figure 2. Grade-to-Score Relationship in Arithmetic